

## Pleasant View Primary

340 West Mill Street  
Gray Court, SC 29645

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	278 Students	
<b>Principal</b>	Mark Adams	864-876-2131
<b>Superintendent</b>	Edgar C. Taylor	864-984-3568
<b>Board Chair</b>	Charlie Short	(864) 681-3664

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	33	63	11	1

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.



**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Good	Excellent	Yes
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

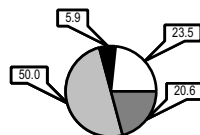
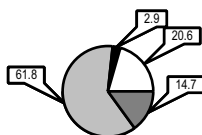
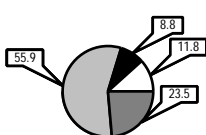
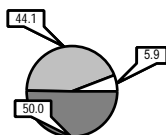
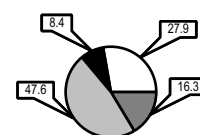
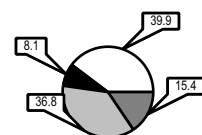
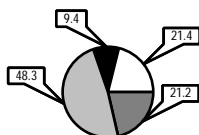
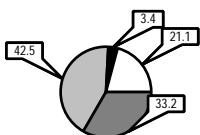
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample



**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	34	100.0	5.9	44.1	50.0	0.0	58.8	Yes	Yes
<b>Gender</b>									
Male	21	100.0	9.5	47.6	42.9	0.0	52.4		
Female	13	100.0	0.0	38.5	61.5	0.0	69.2		
<b>Racial/Ethnic Group</b>									
White	21	100.0	9.5	38.1	52.4	0.0	57.1	I/S	I/S
African American	11	100.0	0.0	45.5	54.5	0.0	72.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	29	100.0	3.4	37.9	58.6	0.0	65.5		
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	34	100.0	5.9	44.1	50.0	0.0	58.8		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	32	100.0	6.3	40.6	53.1	0.0	62.5		
<b>Socio-Economic Status</b>									
Subsidized meals	16	100.0	0.0	62.5	37.5	0.0	56.3	I/S	I/S
Full-pay meals	18	100.0	11.1	27.8	61.1	0.0	61.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	34	100.0	11.8	55.9	23.5	8.8	50.0	Yes	Yes
<b>Gender</b>									
Male	21	100.0	19.0	57.1	14.3	9.5	38.1		
Female	13	100.0	0.0	53.8	38.5	7.7	69.2		
<b>Racial/Ethnic Group</b>									
White	21	100.0	19.0	47.6	23.8	9.5	47.6	I/S	I/S
African American	11	100.0	0.0	63.6	27.3	9.1	54.5	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	29	100.0	6.9	55.2	27.6	10.3	58.6		
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	34	100.0	11.8	55.9	23.5	8.8	50.0		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	32	100.0	12.5	53.1	25.0	9.4	50.0		
<b>Socio-Economic Status</b>									
Subsidized meals	16	100.0	6.3	75.0	6.3	12.5	43.8	I/S	I/S
Full-pay meals	18	100.0	16.7	38.9	38.9	5.6	55.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	34	100.0	20.6	61.8	14.7	2.9	17.6
<b>Gender</b>							
Male	21	100.0	23.8	57.1	14.3	4.8	19.0
Female	13	100.0	15.4	69.2	15.4	0.0	15.4
<b>Racial/Ethnic Group</b>							
White	21	100.0	23.8	61.9	14.3	0.0	14.3
African American	11	100.0	18.2	54.5	18.2	9.1	27.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	29	100.0	10.3	69.0	17.2	3.4	20.7
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	34	100.0	20.6	61.8	14.7	2.9	17.6
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	32	100.0	21.9	59.4	15.6	3.1	18.8
<b>Socio-Economic Status</b>							
Subsidized meals	16	100.0	25.0	62.5	6.3	6.3	12.5
Full-pay meals	18	100.0	16.7	61.1	22.2	0.0	22.2

<b>Social Studies</b>							
All Students	34	100.0	23.5	50.0	20.6	5.9	26.5
<b>Gender</b>							
Male	21	100.0	23.8	52.4	19.0	4.8	23.8
Female	13	100.0	23.1	46.2	23.1	7.7	30.8
<b>Racial/Ethnic Group</b>							
White	21	100.0	23.8	52.4	23.8	0.0	23.8
African American	11	100.0	18.2	45.5	18.2	18.2	36.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	29	100.0	20.7	48.3	24.1	6.9	31.0
Disabled	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	34	100.0	23.5	50.0	20.6	5.9	26.5
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	32	100.0	21.9	50.0	21.9	6.3	28.1
<b>Socio-Economic Status</b>							
Subsidized meals	16	100.0	37.5	43.8	12.5	6.3	18.8
Full-pay meals	18	100.0	11.1	55.6	27.8	5.6	33.3

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	13	100.0	N/A	23.1	53.8	23.1	76.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	16	100.0	6.3	37.5	56.3	0.0	56.3
	4	14	100.0	7.1	57.1	35.7	0.0	35.7
	5	4	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	13	100.0	N/A	76.9	7.7	15.4	23.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	16	100.0	6.3	62.5	25.0	6.3	31.3
	4	14	100.0	14.3	57.1	14.3	14.3	28.6
	5	4	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	3	16	100.0	25.0	62.5	12.5	0.0	12.5
	4	14	100.0	14.3	64.3	14.3	7.1	21.4
	5	4	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	3	16	100.0	25.0	37.5	31.3	6.3	37.5
	4	14	100.0	21.4	64.3	7.1	7.1	14.3
	5	4	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	16	100.0	25.0	37.5	31.3	6.3	37.5
	4	14	100.0	21.4	64.3	7.1	7.1	14.3
	5	4	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	16	100.0	25.0	37.5	31.3	6.3	37.5
	4	14	100.0	21.4	64.3	7.1	7.1	14.3
	5	4	100.0	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 278)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	13.8%	Up from 12.4%	3.6%	3.0%
Attendance rate	95.8%	Up from 95.3%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.4%	3.2%
Eligible for gifted and talented	2.9%	Down from 7.7%	11.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Up from 6.2%	9.7%	8.2%
Older than usual for grade	6.1%	Up from 4.9%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	45.5%	Up from 35.3%	53.3%	52.6%
Continuing contract teachers	63.6%	Down from 88.2%	85.3%	83.3%
Highly qualified teachers	100.0%	Up from 93.3%	94.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	74.3%	Up from 69.5%	87.6%	87.0%
Teacher attendance rate	96.2%	Up from 95.8%	94.9%	95.0%
Average teacher salary	\$37,603	Up 2.2%	\$41,504	\$41,703
Prof. development days/teacher	16.2 days	Up from 15.6 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	No change	18.4 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 89.5%	89.4%	89.8%
Dollars spent per pupil*	\$5,329	Down 2.0%	\$6,022	\$6,242
Percent of expenditures for teacher salaries*	61.0%	Down from 62.4%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Pleasant View Elementary School is to create a community of learners who are responsible and productive citizens. We value commitment to excellence in all we do, active involvement in our school and community, and positive relationships with each another. Our vision fosters a climate that promotes learning and personal growth.

We are pleased to offer parents the choice of Traditional or Montessori educational models. We believe the two options help us better serve the children in our community. Title I funding has enabled us to purchase 25 computers and Success Maker software from Pearson Digital Learning for our lab. As a result, all classrooms have received one or more additional computers for teacher and student use. Other Title I benefits support our Literacy Coach, full-time lab assistant, 4K teacher and assistant, parenting program, and class size reduction.

Students at every level are making steady academic progress. This is due to the love, nurture, and quality instruction provided by our excellent staff. Every effort is made to create a warm and respectful environment filled with rich, meaningful learning opportunities. The support from parents, district administrators, school board, and community members is a vital part of our success. We are proud to have reached Palmetto Gold and the requirements for AYP again this year.

Our students enjoyed all kinds of active learning experiences including a Reading Olympics, a Poet Tea, a special guest from Sri Lanka, an American Education Essay Contest, a study of Chris Van Allsburg's books, and a school-wide trip to see The Polar Express. Our district and school literacy initiatives and our participation in SCRI keep us informed about best practices in education. Our commitment to reading and our belief that all students can learn help us maintain our focus on what is best for our children.

With full support from our superintendent, board, parents, and community, we expect to continue to strive toward our goal of academic success for every child. Please visit us at our campus or on our Web site at [www.laurens55.k12.sc.us/pv/](http://www.laurens55.k12.sc.us/pv/).

Mark Adams, Principal  
Jean Wessinger, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	16	17	11
Percent satisfied with learning environment	100.0%	87.5%	100.0%
Percent satisfied with social and physical environment	87.5%	93.8%	81.8%
Percent satisfied with school-home relations	68.8%	93.8%	90.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.